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## CULTURAL AND HISTORICAL PRECEDENTS FOR LATINOS AND MEDICAL CARE

Chicano/Latino Studies 210

Fall 2017 & Winter 2018

Medical Education Building, 3<sup>rd</sup> Floor Conference Room, Room 3131

Thursdays 5-8PM unless otherwise noted (see asterisk below)

### Class Meeting Dates:

September 28, October 4\*, October 19, November 16, December 7, January 18, February 1, February 21\*

\* These classes will take place on Wednesdays from 5-8pm

### PROFESSOR

Dr. Belinda Campos

Office: 395 Social Science Tower

Office Hours: Tuesdays 2-3pm and by appointment

Phone: 949.824.1792

Email: [bcampos@uci.edu](mailto:bcampos@uci.edu)

### COURSE DESCRIPTION AND OVERVIEW OF REQUIREMENTS

This course introduces the student to the history, culture, and social relations of Latinos/as in the United States as it pertains to health and medicine. The course begins with an examination of biomedicine as a cultural system and a critical examination of “cultural competence” to analytically situate the rest of the course material. Historical eras surveyed in the class include pre-Colombian life, the colonial period, and contemporary aspects of Latin American societies. Issues examined include identity and race/ethnicity, gender relations, family dynamics and social structure, and social incorporation, especially of the children of immigrants. In addition, the class will examine alternative healers, non-biomedical illnesses common to Latin Americans and Latinos, and the institutionalization of medicine. To orient the discussion toward possibilities for future societal and health care system change, readings on the effects of life stress on health, the effects of power on social interaction and health, and successful social movements will also be included. The goal of the class is to provide context and background for a discussion of changes to medicine that would benefit underserved populations with a focus on U.S. Latinos.

The weekly seminar meeting will primarily consist of discussion. Discussions will be student lead and all members of the class are expected to participate. To help structure our thinking for discussion and ensure that discussion is relevant to all interests: **(1) each student will be required to generate 1 question/comment from each weekly reading and (2) each student will lead/moderate class discussions on 1 article of the assigned readings.** Student discussion leaders will use the questions generated by their reading as the starting point for class discussion.

Maintaining an informative and intellectually engaging seminar is the joint responsibility of the instructor and students. I do my best to organize and prepare an engaging and productive learning experience. Your part of this joint responsibility is to **read all assigned material before coming to class and lead/contribute to a thoughtful discussion of class material.**

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## REQUIRED READINGS

**Readings:** PDF copies of articles and book chapters that are required readings for this course will be made available to all enrolled students via the course website. You are responsible for downloading the readings and completing them on time.

## COURSE WEBPAGE

The link to the course website for Fall Quarter is: <https://eee.uci.edu/17f/97645>. The website is only available to enrolled students and the password is “plcms2.”

This syllabus and class readings are available on the class website. Revisions, announcements, handouts, additional readings, and other materials will also be posted on the website. You are responsible for checking the website periodically for updated information.

## GRADING

Grading will be based on class attendance, weekly questions, discussion participation, and midterm and final paper assignments.

**NOTE: If you already know you will miss class, you still need to plan to complete assignments or video into class (e.g., Skype, FaceTime). Missing 2 or more classes without completing assignments/video'ing in will result in a final grade of not pass.**

**Class Attendance (10%):** Attendance is **required**. The format is a graduate seminar that requires active participation and discussion. Class attendance is an important part of your learning, and therefore, your grade. Throughout the course, you should be developing your ability to compare and contrast different perspectives; to recognize when patterns of evidence support or challenge assumptions and hypotheses; to consider how research findings might be applied; to identify methodological problems in research studies and generate ideas for future research; to think critically about how to address existing limitations in health care for underserved populations in terms of research, practice, and public advocacy. Attending class and actively participating in discussion will help you develop these abilities. There will be no way to make up for the loss of points incurred by missing class meetings.

**Weekly Questions (10%):** Generating one question/comment per each assigned reading is **required**. This assignment will help you to think critically as you complete the assigned readings and serve as your prepared contribution to subsequent class discussion. To obtain credit for completing this class requirement, you need to email your questions to the instructor before class – **Thursday by 12PM at the latest\***. There will be no way to make up for the loss of points incurred by missing or late weekly questions. Late questions can be used for class discussion but will receive zero points.

\*Unless class meets on a Wednesday, in which case Wednesday by 12PM at the latest

**Discussion Participation (20%):** All students will be assigned to lead the discussions on 1 of the weekly readings. Discussion lead assignments are chosen randomly, although effort is made to distribute longer and shorter readings evenly. Discussion is central to the class. Everyone must

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come prepared to discuss readings and incorporate what they are learning into their medical training and patient-based experiences. It is also imperative that everyone show courtesy toward fellow classmates at all times. Do not interrupt others and seek to handle disagreements in a civil manner. On a more general note, all students are expected to conduct themselves during the class in a manner that does not interfere with the educational experience of other students in the course. That means arriving for class on time and turning off cellular phones, pagers, and other electronic devices that might disrupt class discussion. Your cooperation is greatly appreciated.

**Midterm paper (30%):** Students will write a **reflection paper** on a Wk 1 through Wk 5 topic. Each student will pick a question inspired by Wk1-Wk5 topics and use class reading material to consider how the topic relates to their experiences thus far as medical students, a medical practitioner, or a member of U.S. society more generally. This paper will be 4-5 pages of double spaced text with 12-point font and 1 inch margins. **DUE: TBD.**

**Final paper (30%):** Students will write an **MA proposal paper**. The goal of this assignment is come up with a potential MA project for your MA year. The topic is open but must relate to Latino populations and medical care. Across a wide number of disciplines, masters programs are course-based and research-based programs that provide advanced knowledge in a specific field or area. Masters programs emphasize critical evaluation, analysis, and professional application; they promote the ability to solve complex problems and think rigorously and independently. Thus, your proposed project should address a cutting edge question in your chosen field that can be examined using methodologies specific to the field. You should be able to describe anticipated findings and implications of those findings for research and application. **DUE: TBD**

**NOTES ON PAPERS:** Papers must be turned in to Professor Campos' email inbox by the stated due date. Late papers are not accepted and will receive zero points.

I will make time in class to discuss paper ideas and provide samples of previous excellent papers. I also encourage you to come to office hours or make an appointment to discuss your ideas and developing paper. However, I do **NOT** look at drafts because it is not fair to the whole class if I evaluate the drafts of some papers but not others. Also, this is not a writing course and I do not provide basic writing instruction. If you are concerned about your writing, please contact UCI Center for Excellence in Writing and Communication to take advantage of their writing workshops and other forms of assistance. Their website is <http://www.writingcenter.uci.edu/>.

**Summary of Grading:** (Max. points for attendance, weekly questions, discussion, & papers):

Class Attendance	10
Weekly Questions	10
Class Discussion	20
Midterm Paper	30
Final Paper	30
<b>Total</b>	<b>100</b>

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## CLASS POLICIES

People generally think of me as warm and approachable. Generally, this is true but I also need to maximize the learning experience, keep the class on track, and run a fair and democratic classroom. Therefore, some class policies are set upfront:

**Enrollment, Add/Drop & Incompletes:** Students are responsible for their own enrollment. This includes checking your status, filing appropriate paperwork, and paying appropriate fees.

If you wish to drop the course, it is your responsibility to go through the proper procedures to ensure that you are dropped from the course. Be aware that there are deadlines for dropping without penalty. If you drop the course after the deadline, you will need the Dean's signature and you will receive a "W" on your transcript. Incompletes are not given in this course except under extremely rare circumstances that require documentation and adherence to University policies.

**Grading Policy:** Final grades will be computed per the terms outlined in the grading section of the syllabus. Per University policy, final grades are permanent grades (i.e. non-negotiable and only able to be changed to correct clerical errors). If you have **reason** to challenge a grade you receive on an individual assignment, you **must state your case in writing and submit your argument by the next class following return of the graded assignment**. Only reasonable and well-justified arguments will be considered and instructor decisions are final. Please note that re-grades can result in a lower score if I determine that there was an error in your favor during the first round of grading (so be certain that your argument is just and will benefit you).

**Late Assignments: No late assignments are accepted.** Assignments turned in after the due date will receive a zero. This policy is set up so that no one falls behind. To enforce this rule fairly, there can be no exceptions (except for extenuating circumstances of a catastrophic nature and even then, you must be extremely persuasive). So, please turn in your assignments on time. I've made an effort to coordinate around your SOM commitments and clearly note due dates in the syllabus. Take note and plan accordingly.

**Contacting the Professor:** Please feel free to drop in at office hours or make an appointment. Email is the most effective way to contact me. To ensure that your email message is read promptly and is not filtered, please put the course name and/or number in the subject line of your message. You can generally expect to receive responses to your email inquiries within 24 hours during the week, and 48 hours on the weekend.

**Being Contacted by the Professor:** You must have an active UCI email account to participate in this course. I use email to make announcements about the course as well as to correspond with you individually. I will reply to emails from non-UCI accounts, but course announcements made over email will be sent to your UCI email address, so please check this account regularly.

**Class Etiquette:** Please be courteous to others and arrive to class on time. Late arrivals, early departures, cell phones, beepers, and "quiet conversations" are distracting and noticeable throughout the classroom. **Students must turn off cellular phones and pagers during class** as well as any other electronic device that may ring or otherwise disrupt class

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**Course Evaluations:** Course evaluations are an important factor in evaluating instructor effectiveness and making decisions about future course offerings and content. Please plan on taking the time to complete an evaluation for this course at the end of the quarter.

**Accommodations for Students with Disabilities:** I make every effort to accommodate the needs of students with disabilities. If you have a documented disability that requires assistance, you will need to go to the Disability Services Center (DSC) for coordination of your academic accommodations. The DSC phone number is 949.824.7494 /TDD 949.924.6272 or you can visit their website at [www.disability.uci.edu](http://www.disability.uci.edu). For a detailed description of DSC policies and procedures, go to: [http://www.disability.uci.edu/policies\\_procedures/testing\\_accomodations.pdf](http://www.disability.uci.edu/policies_procedures/testing_accomodations.pdf). Please notify me as soon as possible if you plan to use these services so I can ensure that appropriate accommodations are made.

**Extra Credit:** There is no extra credit in this class.

**Cheating:** Any student who cheats on the final paper will be given an F in the course and will not be permitted to withdraw. See the UCI course catalogue for a definition of cheating and a summary of further disciplinary actions that may be taken.

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## ASSIGNED READINGS

### FALL QUARTER 2017

#### Week 1, 09/28/17 – BIOMEDICINE EXAMINED

Rhodes, L. A. (1988). Studying Biomedicine as a Cultural System. In M. Lock & D. R. Gordon (Eds.), *Biomedicine Examined*, pp. 165-179. London: Kluwer Academic Publishers.

Montoya, M. (2012). Teaching Medical Students about Race. *Anthropology Now*.

Hunt, L. M. (2005). Beyond Cultural Competence: Applying Humility to Clinical Settings. In G. E. Henderson et al., (Eds.), *The Social Medicine Reader* (2<sup>nd</sup> ed, Vol. 2). Durham, North Carolina: Duke University Press.

Kleinman, A. (1980). *Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology, Medicine, and Psychiatry*. Berkeley and Los Angeles: University of California Press. Chapter 3

#### Week 2, 10/4/17\* – FROM PRE-COLUMBIAN FOUNDATIONS TO THE 20<sup>TH</sup> CENTURY: HEALTH AND MEDICINE PRACTICES

Ortiz de Montellano, B. R. (1990). Aztec Medicine, Health, and Nutrition. New Brunswick: Rutgers University Press. Chapter 6

Mendoza, R. G. (2003). Lords of the Medicine Bag: Medical Science and Traditional Practice in Ancient Peru and South America. In Helaine Selene (Ed.), *Medicine Across Cultures: Historical Practice of Medicine in Non-Western Cultures*, pp. 225-257. London: Kluwer Academic Publishers.

Mitchell, P. (2005). Promiscuous Expectoration: Medicine and the Naturalization of Whiteness. In *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920*, Chapter 6, pg. 122-148. Chicago: Chicago University Press.

Molina, N. (2011). Borders, Laborers, and Racialized Medicalization: Mexican Immigration and US Public Health Practices in the 20th Century. *American Journal of Public Health*, 101, 1024-1031.

#### RECOMMENDED:

Stern, A. M. (1999). Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border, 1910-1930. *Hispanic American Historical Review*, 79, 41-81.

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### **Week 3, 10/19/17 – CULTURAL CITIZENSHIP**

Chavez, L. R. (2008). *The Latino threat: Constructing immigrants, citizens, and the nation*. Stanford University Press, California. Chapter 1

Chavez, L. R. (2008). *The Latino threat: Constructing immigrants, citizens, and the nation*. Stanford University Press, California. Chapter 5

Massey, D. S., Durand, J., & Malone, N. J. (2002). *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. Russell Sage Foundation, New York. Chapter 2

Kraut, A. M. (1994). “Viruses and Bacteria don’t ask for a Green Card”: New Immigrants and Old Fears.” In, *Silent Travelers: Germs, Genes, and the “Immigrant Menace.”* Baltimore and London: The John Hopkins University Press, pp. 255-272.

### **Week 4, 11/16/17 – – INSTITUTIONALIZING MEDICINE: WHO IS A THREAT?**

Berk, M. L., Schur, C. L., Chavez, L. R., & Frankel, M. (2000). Health care use among undocumented Latino immigrants: Is free health care the main reason why Latinos come to the United States? A unique look at the facts. *Health Affairs*, 19, 51-64.

Mohanty, S.A., Woolhandler, S., Himmelstein, D.U., Pati, S., Carrasquillo, O., & Bor, D.H. (2005). Health care expenditures of immigrants in the United States: A nationally representative analysis. *American Journal of Public Health*, 95, 1431-1438.

Ortega, A.N. et al. (2007). Health care access, use of services, and experiences among undocumented Mexicans and other Latinos. *Archives of Internal Medicine*, 167, 2354–2360.

Cunningham, P. J. (2006). What accounts for differences in the use of hospital emergency departments across U. S. communities? *Health Affairs*, 25, 324-36.

#### **RECOMMENDED:**

Capps, R., Fix, M., Henderson, E., Reardon-Anderson, J. (2005). A profile of low-income working immigrant families. *Urban Institute Working Paper, Series B*, 1-7.

Okie, S. (2007). Immigrants and health care—At the intersection of two broken systems. *New England Journal of Medicine*, 357, 525-529.

### **Week 5, 12/7/17 – FOLK HEALERS, CURANDEROS, SPIRITUAL HEALERS**

Ortiz de Montellano, Bernard R. (1990). *Aztec Medicine, Health, and Nutrition*. New Brunswick: Rutgers University Press. Chapter 8

Núñez Molina, M. A. (2001). Community Healing Among Puerto Ricans: Espiritismo as a

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Therapy for the Soul. Healing Cultures: Art and Religion as Curative Practices in the Caribbean and Its Diaspora. M. F. Olmos and L. Paravisnini-Gebert. New York, Palgrave: 115-129

Jones, O., M., P. A. Polk, et al. (2001). Invisible Hospitals: Botánicas in Ethnic Health Care. Healing Logics: Culture and Medicine in Modern Health Belief Systems. E. Brady. Logan, Utah State University Press: 39-87.

Holliday, K. V. (2008). “Folk” or “Traditional” versus “Complementary” and “Alternative” Medicine: Constructing Latino/a Health and Illness through Biomedical Labeling. *Latino Studies*, 6, 398-417.

RECOMMENDED:

Crum, A. J., & Langer, E. J. (2007). Mind-set matters: Exercise and the placebo effect. *Psychological Science*, 18, 165-171.

**MIDTERM PAPER DUE, TBD.**

**WINTER QUARTER 2018**

**Week 6, 01/18/17 – GENDER, SEXUALITY & LATINO FAMILY DYNAMICS**

Hondagneu-Sotelo, P. (1997). “I’m here, but I’m there”: The meanings of Latina Transnational Motherhood. *Gender & Society*, 11, 548-571.

Hirsch, J.S. (1999). En El Norte la Mujer Manda: Gender, Generation, and Geography in a Mexican Transnational Community. *American Behavioral Scientist*, 42, 1332-1349.

Zavella, P. (2003). "Playing with Fire": The Gendered Construction of Chicana/Mexicana Sexuality. In (M.C. Guttman, F.V.M. Rodriguez, L. Stephen, and P. Zavella, eds Perspectives on Las Americas.. Malden, MA: Blackwell Publishing

Guttman, M. C. (2005). “Scoring Men: Vasectomies and the Totemic Illusion of Male Sexuality in Oaxaca.” *Culture, Medicine and Psychiatry*, 29, 79-101.

**Week 7, 02/01/17 – LIFE STRESS & FUTURE HEALTH CONSEQUENCES**

Sapolsky, R. M. (2004). *Why Zebras Don't Get Ulcers*. New York: Owl Books. Chap 1, 8, & 17.

Walter, N., Bourgois, P., & Loinaz, H. M. (2004). Masculinity and undocumented labor migration: Injured Latino day laborers in San Francisco. *Social Science & Medicine*, 59, 1159-1168.

Krieger, N. (2007). Why Epidemiologists Cannot Afford to Ignore Poverty. *Epidemiology*, 18, 658-663.

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**Week 8, 02/21/17\* – POWER IN SOCIAL LIFE: CURRENT DEBATES AND IMPLICATIONS FOR HEALTH & HEALTH CARE**

Galinsky, A. D., Gruenfeld, D. H., & Magee, J. C. (2003). From power to action. *Journal of Personality and Social Psychology*, 85, 453-466.

Deutsch, M. (2006). A framework for thinking about oppression and its change. *Social Justice Research*, 19, 7-41.

Campbell, C., Cornish, F., Gibbs, A., & Scott, K. (2010). Heeding the push from below: How do social movements persuade the rich to listen to the poor?. *Journal of health psychology*, 15, 962-971.

Pratkanis, A. R., & Turner, M. E. (1994). Nine principles of successful affirmative action: Mr. Branch Rickey, Mr. Jackie Robinson, and the integration of baseball. *Nine: A Journal of Baseball History and Social Policy Perspectives*, 3, 36-65.

**FINAL PAPER DUE TBA.**